

DOCUMENT RESUME

ED 237 442

SO 015 209

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TITLE Setting Goals and Getting There: Planning Tomorrow Today. BANK-ED II: Personal Money Management Series.
INSTITUTION BANK-ED, Inc., San Diego, CA.; E.T.S. & Associates, San Diego, CA.
PUB DATE 81
NOTE 56p.; For related documents, see SO 015 208-210.
AVAILABLE FROM BANK-ED, Inc., 1133 G Street, San Diego, CA 92101 (write for price).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Class Activities; *Daily Living Skills; Employment; *English Instruction; Instructional Materials; Interdisciplinary Approach; Job Application; Junior High Schools; Learning Activities; *Mathematics Instruction; *Money Management; Secondary School Mathematics; *Social Studies; Teaching Methods; Units of Study; Worksheets
IDENTIFIERS PF Project

ABSTRACT

The three units in this guide are designed to teach language, mathematics, and social studies skills associated with earning and managing money to students in grades 7-9. Each unit includes notes to aid the teacher in preparing and presenting the material, pre/post tests, and a series of one-page reproducible sheets which contain information or activities for students. Topics covered in the sheets include: (1) reading charts and graphs; (2) making basic computations; (3) understanding that scarcity involves making difficult choices; (4) earning and saving toward future goals; (5) filling out a job application; (6) taking part in a job interview; and (7) figuring simple and compound interest. The units can be taught separately, included as part of an integrated classroom study of economics, or used to supplement the regular curriculum. (DC)

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Setting Goals and Getting There: Planning Tomorrow Today

ED237442

BANK-ED II

Personal Money Management Series

BANK-ED I —
Intermediate Level
Money, its Responsibilities
and Record-keeping

★ **BANK-ED II —**
Junior High Level
Savings, Setting Goals
and Creating Income
with a Part-time Job

BANK-ED III —
Senior High Level
Credit, Simulated Real
Life Financial Situations

BANK-ED II

Created by E.T.S. & Associates
Developed by Sherri M. Butterfield
Designed by Louis Neiheisel III
Illustrations by Karl Nicholson

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BANK-ED II

Setting Goals and Getting There: Planning Tomorrow Today

A series of ready-to-do,
ready-to-use lessons
that apply basic skills to real
situations
for use at the junior high level

created by
Sherri M. Butterfield, *writer and developer of educational materials*
Louie Neihsel, *designer*
Karl Nicholason, *illustrator*
for
E.T.S. & Associates

Divided into units
designed especially to supplement
the regular curriculum
in

1
SOCIAL STUDIES
Scarcity, Tradeoffs,
and Goals

2
MATHEMATICS
Figuring It Out

3
ENGLISH
Sweet Talk
and Job Talk



About These Materials

These materials are part of a series of similar packets developed by E.T.S. & Associates in consultation with both educators and representatives of commercial firms. The philosophy behind their development is a simple one. It is that, in a time of double-digit inflation and budget cuts, commercial firms within a community can and should become partners with home and school in the education of children.

The concept is not a new one in that members of the business community have long sponsored educational programs on both public and commercial television. What is new is the idea that business can use public relations dollars to make available to local schools at little or no cost quality materials designed to increase knowledge or to develop skills in specific areas of mutual interest.

For example, the BANK-ED Program has been developed with a local sponsor bank, a firm whose area of expertise and interest is money management. This particular packet is BANK-ED II, **Setting Goals and Getting There: Planning Tomorrow Today**. Designed especially for boys and girls in **junior high (grades 7 through 9)**, it explains to kids that money is paid for ideas, goods, services, and as "rent" on property and on saved or invested money. It gives them tips on ways to earn money now—and later. Activities are designed to teach the language, math, and social skills associated with

- reading **charts** and **graphs**;
- making **basic computations** involving fractions, decimals, and percent;
- understanding the concept of **scarcity**—that time and resources are limited and that their use and distribution involves making difficult **choices** between mutually exclusive **alternatives** and then living with the **consequences**;
- setting future **goals**, earning and saving toward them, and postponing lesser present gratification for larger later reward;
- filling out a **job application**;
- taking part in a **job interview**;
- figuring **simple** and **compound interest** on money saved or borrowed;
- includes a brief look at the role banks play in community investment and development;
- offers an optional classroom visit by an employee of the sponsor bank.

The three units within this packet are designed to teach the language, math, and social skills associated with **earning and managing money**. They can be taught separately or as part of an integrated classroom study of economics. They can be used to supplement or enrich the regular curriculum in the specific areas of values examination, decision making and goal setting, career awareness, and consumer education.

Other BANK-ED packets include BANK-ED I and BANK-ED III. BANK-ED I, **First Steps to Personal Money Management**, is designed especially for boys and girls in **grades 4 through 6**. It

- describes briefly the history of **barter** as a way of explaining the need for money as a **store of value** and as a **medium of exchange**;
- includes startling facts about money, lists of words related to money, and quotable quotes about money;
- states that money's real value lies in its being able to be exchanged for **goods and services**;
- explains that getting money involves **work** and that spending it involves **choices**;
- emphasizes both the need for **discipline** in making money and the need for **responsibility** in managing it;
- examines the history of and the reasons for **checking accounts**;
- explains how to open a checking account and how to write checks;
- offers some tips and some practice in the methods and math of **record keeping**; and
- includes a classroom visit by an employee of the sponsor bank.



Activities within this packet are designed to teach the math and life skills associated with **managing money**, from **making choices** to **making change**. The three lessons, or steps, within the packet can be taught separately or as part of regular classroom units on math, handwriting, vocabulary development and language arts, social studies or economics, values, decision making and goal setting, career awareness, or consumer education.

BANK-ED III is entitled **Basic Economics for Consumers: Living Tomorrow Today**. Designed for **high school students** who may be considering borrowing money for a car or college, it explains what **credit** is, what it costs, and when and how it should be used. It talks about how to apply for credit, what the applicant's responsibilities are, and the importance of establishing and maintaining a **good credit record**. Activities are designed to teach the math and life skills associated with

- drawing up a budget;
- managing household finances;
- applying for credit;
- obtaining a loan;
- making regular monthly payments;
- staying within limits; and
- establishing and maintaining a good credit record.

Activities within this packet are designed to teach and give actual practice in the math and life skills associated with **managing money**, from **budgeting it** to **borrowing it**. After simulated classroom marriages, students establish household units for which they must budget and manage wisely, meeting day-to-day expenses and coping with unexpected emergencies. The lessons in this packet can be taught as a separate unit or incorporated into the curriculum as part of a regularly scheduled course in mathematics, social studies, career awareness, consumer education, or family living.

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Social Studies

Scarcity, Tradeoffs and Goals

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Notes to the Teacher

Purpose

To help kids understand the concept of scarcity so that they will use resources wisely and to help them set goals and save toward them.

Objectives

After completing this lesson, the student should be able to

- define the concept of **scarcity** as it applies to personal, financial and environmental resources;
- talk in terms of **short- and long-term goals** and plan for their achievement;
- make personal choices with an understanding of the **consequences**; and
- consider environmental **alternatives** with an awareness of the **tradeoffs**.

Materials

Test to be given before and after the lesson to help you decide what parts of the lesson to teach and to assess the learning that has taken place. Make a thermofax master or use a photocopy machine to reproduce two copies for each member of your class.

Answer Key

Matching

- | | | | |
|------|------|------|-------|
| 1. d | 4. j | 7. e | 10. h |
| 2. i | 5. b | 8. f | |
| 3. a | 6. c | 9. g | |

Listing

Answers for 1-3 will vary but should help you direct class discussion about tradeoffs and alternatives.

Choosing

Answers will vary but should help you direct class discussion about tradeoffs and conflicts surrounding resource use.



Resources and Scarcity. A reproducible activity sheet designed to help students think about personal and environmental resources and realize that both are limited and must be used wisely.

Alternatives and Allocations. A reproducible activity sheet to help students understand that some possibilities or alternatives are mutually exclusive and that sometimes certain percentages or amounts of our resources must be set aside, allocated, or "budgeted" for specific uses.

Goals. A reproducible activity sheet designed to help students realize that the use of resources in a particular way is implied by the goals we set and that we get into difficulty when the resources we have are inadequate to meet the goals we have set or when using our resources to meet one goal leaves us unable to meet other equally important goals.

Tradeoffs. A reproducible activity sheet designed to help students understand the idea that one thing must often be traded or exchanged for another.

Choices and Consequences. A reproducible activity sheet designed to help students realize that choices have consequences. It explains that some decisions between alternatives can be made on the basis of wants versus needs but that short-sighted choices now may result in shortages later and have dire consequences in the future.

Short-Term and Long-Term Goals. A reproducible activity sheet to help students understand that resources for the future cannot safely be sacrificed for present satisfaction. Students are asked to write a paragraph telling how they would feel about a decision to clearcut all standing forests to meet present demands for paper, houses, fuel, and energy.



Money Choices. A reproducible activity sheet to help students think through the process of making money choices, setting financial goals, and then rethinking and resetting them if necessary.

Charting Your Progress. A reproducible activity sheet to encourage students to keep track of their progress toward their financial goal and to introduce the idea of using simple charts and graphs to summarize and present financial and statistical data.

A Resourceful Puzzle. A reproducible activity sheet. Fourteen resource-related words are needed to work this crossword puzzle. Make a thermofax master or use a copy machine to reproduce enough copies for each member of your class. Use the puzzle as a review of resources and of the terms and concepts associated with their allocation and use. And if, after working, you are still puzzled, see the Answer Key on page 5.

Resource Search. A reproducible activity sheet. Fourteen words related to resources are hidden among the 132 letters on this page. Once students are familiar with the words on the test, give them this sheet and challenge them to see how many of the hidden words they can find. Remind them that the words for which they are looking may be written from left to right, from right to left, straight up, straight down, or diagonally. If all else fails, see the Answer Key on page 5.

Suggested Activities

- Discuss **resources** with your class. Ask class members to name some resources, and write the ones they name on the chalkboard. After you have a list of ten or twelve, mention the concept of **scarcity**, the idea that resources are not infinite but are limited and may eventually be used up, damaged by misuse, or destroyed by abuse. Then discuss scarcity in relation to each listed resource. How might that resource be used up? Could we do without it? For what needs is it used? What other resource might we substitute?
- Talk about the resources needed to produce certain items. For example, how many trees must be cut down and milled to produce the newsprint on which your town newspaper is printed? In this age of electronic media, why do we still need newspapers? Couldn't we just listen to a news broadcast on the radio or watch one on television? Are newspapers a worthwhile use of our resources?
- Save some resources by **recycling**. Arrange to hold a drive for newspapers, glass bottles, and/or aluminum cans. Call a pickup center beforehand to learn whether telephone books and magazines are acceptable, how newspapers should be stacked and tied, and whether cans must be crushed. Put up posters and pass out flyers to let parents and neighbors know how to prepare their recyclable items, when to bring them to school, and where to put them. Then let your supporters know later how many pounds or tons you collected, how much money you received, and how you plan to use the money.
- On the chalkboard, list a single **good**. Then beside it or below it list all of the resources that are used to produce that good. Do this for several goods until it becomes apparent that many of our most important resources are "necessary ingredients" in many of our most needed or wanted goods and are used over and over again.
- At some point, you may want to talk about different types of **resources: personal, environmental, and financial**. To what extent can one be substituted for the other? For example, to what extent can personal creativity and inventiveness make up for a lack of environmental resources? And to what extent can financial resources make it possible to purchase missing personal or environmental resources?

- You may also want to distinguish between **renewable** and **nonrenewable resources**. Renewable resources are those that can, in time and with care, be replaced or replenished after use. Nonrenewable resources are ones that cannot be; once used, they are gone. On the chalkboard, write the headings **Renewable Resources** and **Nonrenewable Resources**. Then let class members suggest resources that might be written in under these headings. See how many you can list.

Renewable Resources

wood
wool
labor

Nonrenewable Resources

oil
natural gas
coal
time

- Discuss how **goals** we set determine our pattern of resource use. If we decide, for example, to make adequate housing available to all who desire it, how might that decision affect our use of resources? Or if we decide it is our responsibility to grow enough grain to feed the world's hungry, how might that goal affect our decisions regarding land use.
- Discuss **tradeoffs** and the decisions made necessary by mutually exclusive alternatives. For example, it is not possible to enjoy two favorite television programs at the same time. You must make a decision about how you will use the resource of time. You must choose one. On the chalkboard, write the major heading **Tradeoffs**. Under it write **Time** and **Money**. Below each list some of the tradeoffs it involves.

Tradeoffs

Time	Money
studying <i>versus</i> watching television	going to the movies <i>versus</i> saving for Christmas gifts
practicing a musical instrument <i>versus</i> playing a sport	buying a candy bar every day <i>versus</i> buying a record album or cassette tape each month
roller skating <i>versus</i> bicycling	

- Role play an environmental policy-making board. Appoint five students to the board. Present them with at least one of the dilemmas posed by responses on the Tradeoffs activity sheet. Give them time to discuss it and then ask them to report.

- As a class, select at least one of the choices described on the Choices and Consequences activity sheet. Let class members decide whether they agree or disagree with the decision. Then have class members who disagree write letters of protest in which they state clearly why they disagree to members who agree. Have members who agree respond in letter form to these protests.
- Talk about money as a financial resource and about **personal financial goals**. Are students in your class saving money for any reason? Suggest that those who are willing name or describe the goal toward which they are saving. List some of their goals on the chalkboard.

Personal Financial Goals

college education
roller skates
automobile
stereo
AFS exchange trip abroad
band trip to the Rose Bowl

Where possible, list the monetary amount needed for each one and talk about how long it might take to save that amount and how many game or movie admissions, or ice cream cones or sodas would have to be done without to reach that future goal.

- Set a **class financial goal**. It might be the amount of money needed to purchase some special item of equipment for your classroom or school, or to enjoy a party or trip at the end of the school year. With the permission of parents and principal, suggest students earn or contribute money toward this goal. If money is a problem for some students, perhaps they could forego ice cream or dessert at lunch and contribute the money they save in this way. Make a chart to show your progress. If progress is too slow, revise your goal downward so that it is more in line with your available resources. If progress is rapid, you may want to revise your goal upward to include an extra adventure or treat.

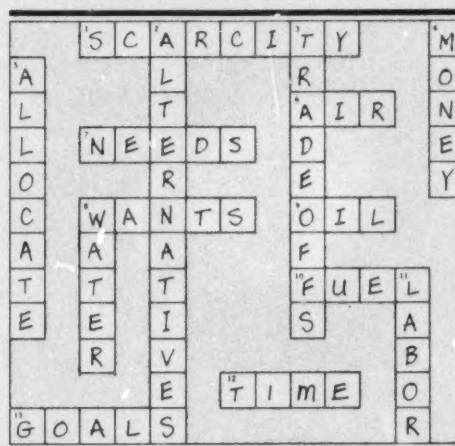
Additional Questions to Consider and Discuss

- When it comes to the use of environmental resources, particularly those that are nonrenewable, what obligations do present generations have to future ones? Do people living now have the right to use up these resources without regard for what may happen in the future?
- The United States is known for its technology. To what extent can technology devise substitutes for exhausted resources?
- Acrylics and polyesters have a petrochemical base and require oil for their manufacture. Some years back, they became very popular because they were easy to care for and less expensive than natural fibers. If the oil shortage continues to force up the

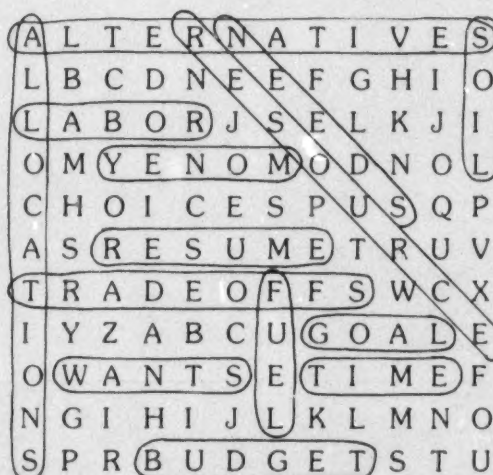
prices of these man-made fibers, how might that affect the popularity of cotton, linen, silk, and wool? What effect would that have, in turn, on people who make their living in industries connected with the production of these fibers?

- Unfortunately, few choices concerning goals and the use of resources are clearcut. There are many indistinct areas and consequences of which we may be unaware at the time the decision must be made. For example, the choice is not really between good and bad air. Rather, it is a complex decision regarding how good it will be kept and at whose expense. What are some of the other "gray areas" in resource use and allocation?

Answer Key



A Resourceful Puzzle



Resource Search

Teachers' Notes

TEST

for Scarcity, Tradeoffs and Goals

Name _____ Date _____

Matching

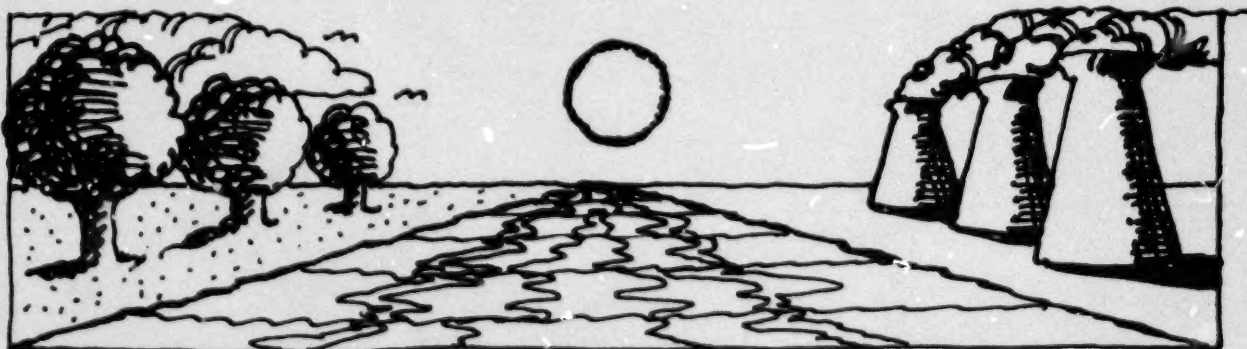
Directions: Write the letter of the definition on the line in front of the word it best defines.

- | | |
|----------------------------------|--|
| _____ 1. scarcity | a. things we must have to survive, including food, clothing and shelter |
| _____ 2. alternatives | b. the end or achievement toward which effort is directed and for which resources are used |
| _____ 3. needs | c. set aside, assign, or budget |
| _____ 4. wants | d. the quality or state of being in short or limited supply |
| _____ 5. goal | e. a reserve supply of time, talent, labor, or raw materials |
| _____ 6. allocate | f. time, talent, energy, personality traits |
| _____ 7. resources | g. fresh air, clear water, fertile soil, petroleum deposits |
| _____ 8. personal resources | h. the natural results of an action or choice |
| _____ 9. environmental resources | i. possibilities or opportunities that are mutually exclusive; tradeoffs |
| _____ 10. consequences | j. things we would like to have to make survival more comfortable or more enjoyable |

Listing

Directions: List three resources then list two alternative uses for each of them.

Resource	Alternative Use 1	Alternative Use 2
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____



Choosing

Directions: For the tradeoffs described below, indicate why there might be a conflict and how you would go about resolving it.

- A. Enough gasoline for unrestricted use in all private cars in the United States

- B. Enough oil to produce the energy needed to heat all of the homes in the United States throughout the winter



- A. Enough developed land on which to build all of the homes needed to house all of the people in the United States

- B. Enough open land to grow food for all of the people in the United States and for those in foreign countries who rely on us for a portion of their food supply.

Resources and Scarcity

A **resource** is a reserve supply of time, talent, labor, or raw material. Together, resources are the means for making goods and for providing services. Resources are sometimes spoken of as personal, financial, and environmental. Environmental resources are those that occur naturally in our environment. They include fresh air, clean water, fertile soil, and petroleum deposits. They are the resources that all of us need, enjoy, and share. Personal resources, on the other hand, are yours alone. They include your time, your talent, your natural abilities, your energy, and your personality traits.

Scarcity is the term used to describe the fact that all resources are limited and may eventually be used up, damaged by misuse, or destroyed by abuse. Your time and energy are limited just as are supplies of fresh air, clean water, fertile soil, petroleum deposits, and energy-producing fuels. Because all resources are in limited supply, they must be used wisely. They must not be wasted thoughtlessly or used in one way when another way might be more efficient or beneficial.

And that's the problem! How do we decide what uses will yield the greatest benefit? Who decides and who benefits?

In the space below, list some personal and some environmental resources.



Personal Resources

time

Environmental Resources

fresh air

Alternatives and Allocations

Most decisions about the use of resources involve **alternatives**, that is, several possibilities or opportunities that are mutually exclusive. There is an old saying that you cannot have your cake and eat it, too. It means that you cannot both **keep** and **consume** your cake. Keeping your cake and consuming it are alternatives. You can decide to do either one, but you cannot choose to do both. You can, of course, decide to keep *part* of your cake and to eat *part* of your cake, but your decision to keep some of the cake limits the amount you will be able to eat — unless you change your mind.

So it is with resources. For example, trees cannot be both kept (that is, left to grow as forests) and cut. The same wood that is used to build houses cannot also be used to warm them. Decisions must be made. These decisions involve choices between alternatives, and they involve allocations of resources, that is, setting aside certain amounts of a resource to be used in certain ways. We can decide that we will only cut a certain percentage of the forests in a given period of time and that the specific amounts of wood made available in this way will be used to build homes, to burn, and to make paper.



For each resource named below, list two alternative uses.

Resource

Alternative Use 1

Alternative use 2

wood

to build

to burn

water

oil

land

labor

time

money

Goals

Decisions between alternatives are normally made on the basis of goals we have set. In other words, we decide that our goal is to provide adequate housing for all who desire it. We determine from population estimates and other related information that a specified number of housing units will be needed by a certain date. We then decide to use a portion of our wood resources to meet that need. Using this method, we encounter no particular difficulty unless (1) the wood we have is inadequate to build the

number of houses we need or (2) using our wood to build houses will leave us unable to heat them.

In the space below, list some national goals that have implications for the use of our resources. Then list some of the resources that might be affected. If you have trouble listing goals, think about promises made in the most recent political campaign or make up some you wish we would adopt.

	National Goals	Resources
1.	<i>To make adequate housing available to all who desire it.</i>	<i>labor</i> <i>wood</i>
2.		
3.		
4.		
5.		
6.		

Now look back at your list. Do some of your goals rely on the same resources? Might it be necessary to **allocate** certain amounts of those resources to meet each goal for which they are needed? On what basis would you decide?

Tradeoffs

If you had to decide how to allocate scarce resources, you would probably take a long look at each goal and at the alternatives. Nowadays, these alternatives are often called **tradeoffs**. When you trade, you exchange one thing for another. Calling them tradeoffs indicates that some or all of one must be exchanged for some or all of another. As we said earlier, you can't have your cake and eat it, too!

After taking a long look at your goals, you would decide which "trades" you were willing to make. In some instances, you might find that the goals themselves were mutually exclusive and that you could not achieve both. Then you would have to change your goals. To better understand the idea of a **tradeoff**, read through the list below, comparing the goal on the left with the one on the right.



Enough gasoline for unrestricted use in all private cars in the United States

Enough oil to produce the energy needed to heat all of the homes in the United States throughout the winter

Enough developed land on which to build all of the homes needed to house all of the people in the United States

Enough open land on which to grow food for all of the people in the United States and for those in foreign countries who rely on us for a portion of their food supply

Enough pure, clear, unpolluted drinking water for all of the faucets in the United States

Enough open water for uncrowded recreational use by all of the swimmers, boaters, and skiers in the United States

Can you add to the list?

Do you see how there might not always be **enough** to go around?

Choices and Consequences

When there is not enough to go around, a **choice** must be made. We must decide, for example, whether we will use oil for unlimited driving or for household heating. Often the decisions can be made on the basis of **wants** and **needs**. Needs must be met; in most instances, wants can be done without or satisfied only in part. When it comes to oil, heating is a need that must be met, and pleasure driving is something we may have to do without.

Often the choices are far more difficult. Some situations involve a choice between needs. How do

we decide, for example, whether to use land to build houses or to grow food? Food and shelter are both needs, and land is limited.

Once the choice is made, we must accept the **consequences**. If we have chosen wisely, we may be able to enjoy the results of our wise decisions. If we have made foolish or short-sighted choices, there may not be enough heat, houses, or food to go around, and we shall have to live with the consequences of our folly.

For each choice regarding resource use described below, list a possible consequence. Use your imagination.

Choice	Consequence
1. As a nation, we chose to devote most of our land to housing so that each person or family could have a large lot, and we set aside large areas of open land for recreational use.	
2. As a nation, we responded to complaints from homeowners about inadequate water supplies by deciding to divert water from use in agricultural irrigation to meet at-the-tap demands.	
3. As a nation, we decided that chemicals were in such demand for medical and industrial uses that we could not afford to let regulations regarding air pollution and waste disposal slow production of them.	
4. As a nation, we chose to use a large portion of our crude oil to make plastics and polyesters for use in the recording and clothing industries.	
5. As a nation, we chose to clearcut all standing forests to meet our present demands for paper, houses, fuel, and energy.	

Short-Term and Long-Term Goals

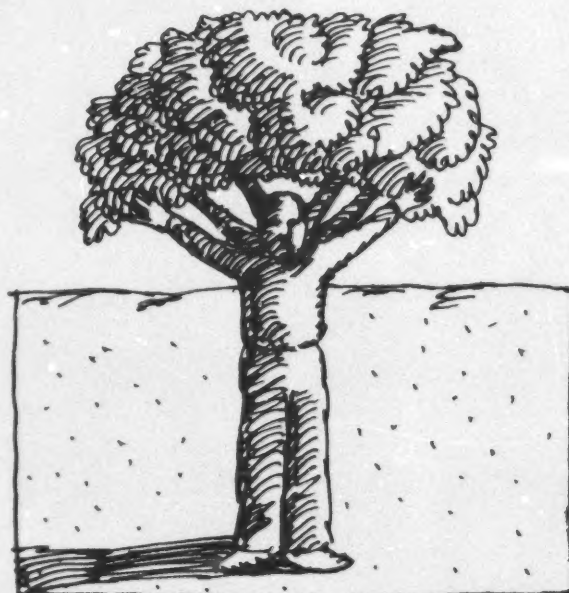
Look again at the following choice:

As a nation, we chose to clearcut all standing forests to meet our present demands for paper, houses, fuel, and energy.

What does this decision say about the **present**?
What are its implications for the **future**?

In making this choice, we have sacrificed the future for the present. We have said we'll use present resources to meet present wants and needs and leave the future to take care of itself. We have said we want to be comfortable now and not worry about what will happen later. We have chosen to meet **short-term goals** and to sacrifice **long-term ones**. What are the advantages and disadvantages in such a policy? What happens when what was the future becomes the present and there is no more wood?

Pretend you are either the maker of the decision to live in the present without regard for the future or a future victim of this decision. Write a paragraph describing how you feel.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are some faint smudges and marks on the paper, particularly near the top center and bottom right, suggesting it might be a scan of a physical document. No text or other markings are present on the page.

Money Choices

Although not much has been said about it so far, money is a resource. It is a **financial resource**. It can be used to buy goods, services, and other resources so long as the supply holds out. But, for most of us, money, too, is in limited supply. Over a lifetime, the limits are set by our ability to make it.

The money we make by working and receive from other sources is called **income**. We allocate this money to meet our needs and satisfy some of our wants. With money, this allocation process is called **budgeting**. In drawing up a budget, we must match our income to our present needs and save to realize future goals. We may also find that we have enough to satisfy some of our wants.

For example, what is one of your future financial goals? _____

How much money will you need to realize your goal? _____

How much time do you have to save toward that goal? _____

How much money will you need to earn and save each day, week, or month to reach your goal in the time you have? _____

How much money do you receive as an allowance? _____

How much additional money could you earn each week or month? _____

Are there some items you often buy with your money that you could do without? What are they?

Item	Cost
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

How much additional money can you save in this way? _____

Can you reach your goal? _____ If not, you'll have to do some additional financial planning or change your goal. How might you change your goal to make it realizable?

Charting Your Progress

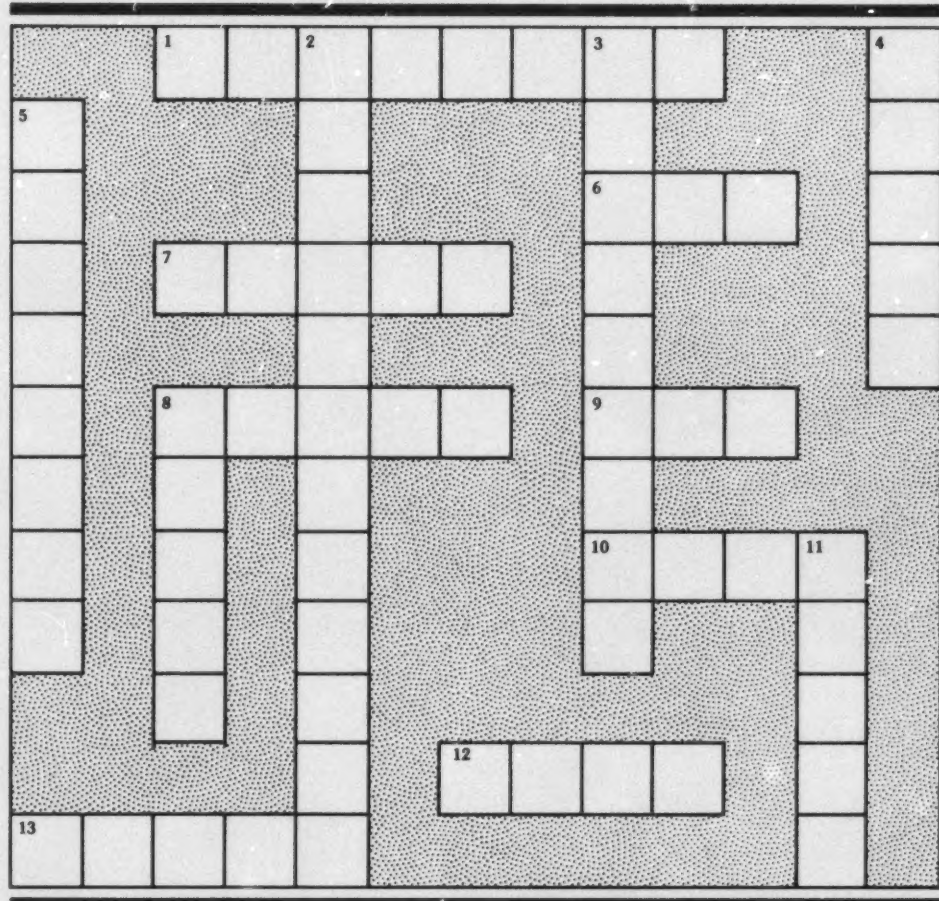
Directions: Make a simple chart to keep track of your progress toward your goal. Record your financial goal at the top of the bar. Mark a zero at the bottom of the bar. Divide the bar into equal increments between zero and your goal. If you are not starting at zero, draw a line across the bar to represent where you are now and color the bar from zero up to that point. Update your chart as your savings grow.



A Resourceful Puzzle

Across

1. The quality or state of being in short or limited supply.
6. An environmental resource.
7. Things we must have to survive.
8. Things we would like to have to make survival more comfortable or more enjoyable.
9. Environmental resource needed for gasoline, polyester, and plastics.
10. Something that is burned to produce heat or energy.
12. A personal resource measured in minutes, hours, months, or years.
13. The ends or achievements toward which effort is directed and for which resources are used.



Down

2. Mutually exclusive possibilities or opportunities.
3. Things that must be exchanged one for the other.
4. A financial resource.
5. Set aside, assign, or budget.
8. A liquid environmental resource.
11. A human resource used to produce goods and perform services.



Resource Search

How many words associated with resources can you find hidden in the letters below? When you find a word, draw a ring around it and check it off in the list

below. Remember that the words for which you are looking may be written from left to right, from right to left, straight up, straight down, or diagonally.

A L T E R N A T I V E S
 L B C D N E E F G H I O
 L A B O R J S E L K J I
 O M Y E N O M O D N O L
 C H O I C E S P U S Q P
 A S R E S U M E T R U V
 T R A D E O F F S W C X
 I Y Z A B C U G O A L E
 O W A N T S E T I M E F
 N G I H I J L K L M N O
 S P R B U D G E T S T U

_____ allocations

_____ alternatives

_____ budget

_____ choices

_____ fuel

_____ goal

_____ labor

_____ money

_____ needs

_____ resource

_____ résumé

_____ time

_____ tradeoffs

_____ wants

2

English

Sweet Talk and Job Talk

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Notes to the Teacher

Purpose

To help kids understand and interpret the language of advertising, discover ways to earn money, and develop the verbal skills needed to sell themselves in written and spoken language.

Objectives

After completing this lesson, the student should be able to

- appraise advertising claims critically;
 - fill out a job application competently;
 - participate in a job interview confidently;
 - advertise and sell himself or herself;
- and should be familiar with at least some of the following terms: **advertising, bias, claims, endorsement, exaggeration, hyperbole, position, propaganda, qualifications, references, responsibilities, résumé, unsubstantiated.**

Materials

Test to be given before and after the lesson to help you decide what parts of the lesson to teach and to assess the learning that has taken place. Make a thermofax master or use a photocopy machine to reproduce two copies for each member of your class.



Note: This written test will help you determine whether students have an understanding of key terms and concepts. You will need to devise some other means to assess student progress in the areas of self-confidence and successful oral communication.

Answer Key

Matching

- | | | | |
|------|------|------|-------|
| 1. g | 4. j | 7. d | 10. e |
| 2. i | 5. a | 8. c | |
| 3. b | 6. h | 9. f | |

Listing

Answers for questions 1-4 may vary but should help you direct class discussion.

Designing

Ads, business cards, and signs will vary and should be saved for comparison with similar items produced at the end of the unit.

Sweet Talk: The Language of Sell. A series of ad ventures to acquaint students with the language of advertising so that they will understand what constitutes a good ad and be able to design one to advertise their own goods or services.

Self-Sell: The Résumé. A reproducible activity sheet designed to acquaint students with the content and function of the résumé as a form of self-sell.

Résumé. A reproducible form students can use as a guide in writing their own résumés and as a reminder to include career goals, a summary of their experience and education, and a list of their references. For practice, you may want to suggest that class members fill out this sheet more than once. The first time, instruct them to use only facts. The second time, suggest that they fantasize a bit and list the education and experience they *plan* to obtain for the position they *hope* to hold.

Needs and wants. A reproducible activity sheet designed to help students differentiate between needs and wants. It explains that **needs** are food, clothing, and shelter—things we must have to survive—and that **wants** are things we would like to have to make life more comfortable or more enjoyable, and then asks the student to name three needs and, for each need, some related wants.



Goods and Services. A reproducible activity sheet designed to help students explore the concepts of goods and services. It explains that **goods** are things that satisfy wants while **services** are useful kinds of work which change or improve conditions rather than producing things or goods. Students are asked to name a need, a good that satisfies that need, and then some services that might be associated in some way with that good. In the example given, the need is **food**, the good is **bread**, and the services associated with it are **delivering** and **selling**.

Money—Its Real Value. A reproducible activity sheet designed to help students understand that the real value of money lies in its being able to be exchanged for goods or services. Students are asked to imagine a society in which there are no needs and wants to satisfy and no goods and services to buy, and to assess the usefulness of money to the members of such a society.

Money—Making It. A reproducible activity sheet to help students understand that, if they don't have money, there are basically two ways of making it: working for someone else and going into business for themselves. The sheet encourages them to think of services they could offer and useful or decorative items they might sell. And for those who have trouble thinking of something, there's a list of twenty-four goods kids can make and thirty-five services kids can perform on the back of the sheet.

It Pays to Advertise. A reproducible activity sheet encouraging students to design a business card, leaflet, sign, or ad to tell prospective customers what they sell or are offering to do.

Employment Application. A reproducible activity sheet to familiarize students with an employment application. For practice, you may want to suggest that students fill out this application more than once. The first time, instruct them to use only actual facts. The second time, suggest that they imagine what a prospective personnel supervisor would like to see and then complete an ideal application. After class members have completed the form twice, suggest that they compare the two. How close are they now to being an ideal applicant? What experience and educational goals can they set now so that future applications will be more like the ideal?

Suggested Activities

- Discuss with your class the general process of **communication**. What is it? How does it happen? What are some of the **means** we use to communicate? What are some of the **forms** that communication takes? **Propaganda** is one form of communication. What is propaganda? **Advertising** is one form of propaganda. Some experts have estimated that, in the United States, more than \$50 billion are spent each year on advertising. Use the activity sheets to take a critical look at this multi-billion-dollar industry. Discuss and compare your adventures.
- Role play Ad Venture 3, Keeping Them Honest. Appoint a group of three students to serve as an advertising regulatory board. Have three other class members prepare and present before the board the cases described in Ad Venture 3. Board members must hear each case and explain how they would go about testing the complainant's claims against those of the advertisers, and reach some decision.

As a variation on this activity, have students present their own real complaints regarding misleading advertising. If possible, have the board devise impartial tests to evaluate the complaints. If some of the complaints appear to have merit, find out how to go about calling them to the attention of the proper regulatory authority in writing, and do so.

- Discuss the purpose of a résumé. See if students can help you list on the chalkboard the topics a well-written résumé should cover *without* looking at the activity sheet. What does a prospective employer need to know about a job applicant? What information, not called for on a job application form, might a job applicant want to give a prospective employer?
- Review with your class the difference between **needs** and **wants**. Write the headings **Needs** and **Wants** on the chalkboard. Explain to your class that needs are food, clothing, shelter—things we must have to survive—and that wants are things we would like to have to make survival more comfortable or more enjoyable. Then ask members of the class to suggest words that might be listed under either heading. Appoint one class member to list needs and another to list wants. Once several items have been listed, explain that the distinction between the two becomes blurred at times. Ask if *certain types* of food or clothing might not be wants rather than needs, or if certain so-called luxury items might, under certain circumstances, become needs instead of wants. For example, under certain weather conditions, a coat of adequate weight and warmth is a need, but a particular color or brand of coat is a want. And while clothing is always a need, designer-line jeans are a want.
- **Goods** are things that satisfy needs and wants. **Services** are useful kinds of work that change or improve conditions rather than producing things or goods. Review these concepts with your class by listing the two categories on the chalkboard and asking them to suggest item entries. For example:

Goods	Services
paper	delivering
pencils	selling
books	health care
bicycles	typing
roller skates	teaching
records	cleaning
cassette tapes	

- Youngsters in junior high often have many wants and little money. Basically, there are two legitimate ways for persons who don't have money to obtain it: they can go to work for someone or they can go into business for themselves. Because of their age, junior high students usually find it hard to obtain regular employment. Brainstorm with members of your class some of the goods they might produce to sell or some of the services they might offer. If anyone in the class is already employed or in business, ask him to tell what he does and then to describe some of his experiences.
- Talk about the qualities employers look for in prospective employees. Ask students to name some, and list them on the chalkboard. For example:

Qualities

Dependability
Efficiency
Neatness
Honesty
Self-reliance

Then ask what clues there might be to the presence or absence of these qualities in the way a prospective employee fills out a job application, prepares a résumé, and acts in an interview. Write these clues beside the qualities. For example:

Qualities	Clues from Applicant
Dependability	meets the application deadline is on time for the interview
Neatness	has a well-groomed appearance

Ask what additional clues a prospective employer might obtain by contacting the persons listed as references. Write these clues beside the qualities. For example:

Qualities	Clues from References
Dependability	has a good school attendance record without excessive absences or tardies completes and turns in school assignments on time
Self-reliance	does her own work with little help and little urging
Honesty	has not cheated on tests or misrepresented the reason for absences

Point out the importance of beginning early to build a **good reputation** and of protecting it as you go along.

- Discuss and list on the chalkboard some questions a prospective employer might ask a job applicant. Talk about ways to open and close an interview and what sorts of things should and should not be said. Describe a hypothetical job opening at a local business. Have interested students submit applications and résumés. Then role play an actual job interview. For the first time or two, you might play the part of the employer or personnel manager. One student might be your secretary or receptionist and another, the job applicant. Once students have gotten the idea, let one of them be the employer. After each interview, let class members point out how it might have been conducted differently and discuss whether or not they feel the applicant would be likely to get the job.
- As a class, do some research to discover what jobs in your community are open to youngsters of junior high age. Have your class as a whole or some interested members of it function as an **employment bureau and advertising agency** for other students who wish to list and advertise their services. Develop a quick-reference card file of students' names, addresses, phone numbers, the services they perform, the hours they are available, and the rates they charge. For a small fee (to cover the cost of typing, paper, printing, and distribution), prepare your card-file information in flyer form, classifying each listing by service. Distribute this flyer to parents and other interested community residents.



- Hold a **careers day** on which students come dressed as a person in the job or professional position they would like to hold. Tell them to be prepared to explain

the duties and responsibilities of their job or profession and to describe the training required.

- Invite parents of class members and other men and women from the community to share the details of their careers with your class. Ask them to describe what they do, tell what education and training they have had, and then be as candid as possible in discussing the things they like and don't like about the job. What are its tangible and intangible penalties and rewards? For example, are the hours long or irregular? Are the responsibility and worry too great for the pay and prestige? Is the travel exciting or does it merely represent too much time away from home and family? Is the job hazardous? Does it involve a high mental or physical health risk?

Additional Questions to Consider and Discuss

1. What effect does job choice have on life-style? In what ways are they related?
2. How important is money and how much is needed today to live comfortably? How much might be needed in the future?
3. To what degree do manufacturers shape their products to fit our tastes and to what degree do they use advertising to shape our tastes to fit their products?
4. What major industries do advertising dollars support?
5. In a society where there are not enough goods and services to meet needs, life becomes a dawn-to-dusk struggle to survive. In a society where there are more than enough goods and services to meet needs, life can be a more worthwhile and rewarding experience. Explain what is meant by this statement. Are great works of art and masterpieces of music created and composed within a society operating at the subsistence level? Why or why not?

Teachers' Notes

TEST

Sweet Talk and Job Talk

Name _____ Date _____

Matching

Directions: Write the letter of the definition on the line in front of the word it defines.

- | | |
|----------------------|--|
| _____ 1. propaganda | a. things that satisfy needs or wants |
| _____ 2. advertising | b. things we must have to survive, including food, clothing, and shelter |
| _____ 3. needs | c. well-organized summary of job qualifications that includes personal information and describes education and applicable experience |
| _____ 4. wants | d. intentional exaggeration for effect |
| _____ 5. goods | e. persons who have knowledge of and can be asked about your abilities and your character |
| _____ 6. services | f. a form filled out to request consideration for a job, loan, or insurance |
| _____ 7. hyperbole | g. arguments and ideas, rumors and information, deliberately spread to further one's cause or damage the cause of another |
| _____ 8. résumé | h. useful kinds of work which change or improve conditions rather than producing things or goods |
| _____ 9. application | i. a form of propaganda whose purpose is to sell a person, product, or idea |
| _____ 10. references | j. things we would like to have to make survival more comfortable or more enjoyable |

Listing

1. List three of your needs and three of your wants.

Needs

Wants

2. List three goods and three services.

Goods

Services

3. List three qualities you feel a prospective employer would be looking for in an employee.

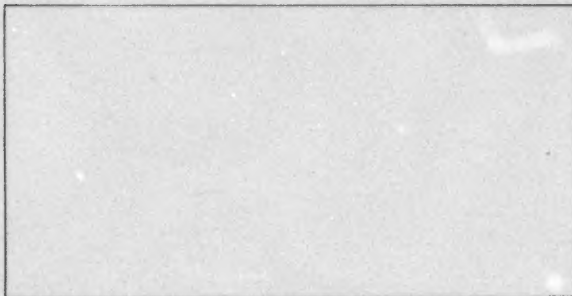
-
4. List two goods you could make and sell and two services you could offer if you decided to go into business for yourself.

Goods

Services

Designing

You have decided to go into business for yourself. In the spaces provided, design an ad, business card, and sign describing the goods you plan to make and sell or the service you will offer.



Sweet Talk:

The Language of Sell

Propaganda is arguments and ideas, rumors and information deliberately spread to further one's cause or to damage the cause of another. The ideas may be true or false. The cause may be good or bad.

Advertising is one form of propaganda. Its purpose is to sell a person, a product, or a political idea. Some experts have estimated that, in the United States, more than \$50 billion are spent each year on advertising, and our eyes and ears are constantly assaulted by the results — on television and radio, in newspapers and magazines. The words can be small enough to fit on a package label or large enough to fill a billboard, but the message is always the same: Buy the product. Support the candidate. Embrace the idea.

Modern advertising is highly sophisticated. It employs every art form available and, where none is adequate, invents its own. It appeals to our known and hidden strengths and weaknesses, and it both reflects and creates our attitudes. Aware of our desires for popularity and success, it promises us greater personal satisfaction, physical attractiveness, and financial gain, if we will but wear these jeans, use this toothpaste, apply this perfume or aftershave, buy and listen to these records or tapes, drive this car, or eat this breakfast cereal. And it sometimes makes use of famous people to lend credibility to these claims. In this way, we are cajoled into buying something we might otherwise do quite nicely without.

Ask yourself . . .

1. What is wrong with advertising's false claims and suggestions?
2. Are many young people deceived by them?
3. If you prefer a certain brand of clothing, sports equipment, or makeup, when did your preference develop and what is the basis for it?
4. Who is your favorite television, motion picture, music, or sports celebrity?
5. Would you try a particular product or brand just because he or she suggested it?

BUY!

Printed advertisements are carefully written to attract the attention of the particular audience to whom their message is directed and for whom the advertisers feels the product has maximum appeal. For example little effort is made to sell skateboards to grandmothers or, likewise, to sell cars to kids in junior high. It is not that these persons are not interested in these objects. It's just that, for a number of reasons, they are far less likely to buy them than are members of other age groups.



Ad Venture 1

Survey

Select a class of products, such as roller skates, skateboards, computerized games, blue jeans, or breakfast cereals. Write down the type of product. Survey the radio, television and print media advertising of this class of products, note the names of some specific brands, and then answer the following questions.

Type of product _____

Specific brands _____

1. Where is this group of products advertised? _____

2. What audience do the advertisers hope to reach? _____

3. What is the basic promise of the ads? _____

4. Is this promise stated directly or suggested indirectly? _____

5. Based on your personal experience or on what you know, do you feel the product can fulfill this promise? _____

Why? _____

6. Does this form of advertising make you want to buy the product? _____ Explain your answer. _____

7. In the space below, draw an ad for a similar product or describe how you would change these ads to make them more appealing.

A printed ad usually consists of a **headline** and **body copy**. According to at least one ad-writing expert, the headline is the most important part of the advertisement because five times as many people read it as read the rest of the ad. It can be

as long as eighteen to twenty words, should appeal to the reader's self-interest, and should include the name of the product and the promise being made for it.

Ad Venture 2

Say It Your Way

You are a copywriter in a large and prestigious advertising firm. Working against a tight deadline, you must lay out a sample ad for a client's new product. In the past, the client has been somewhat dissatisfied with the way other copywriters have presented his products and so the account has been reassigned to you. If you produce, the client will renew his account with your firm, and your boss will be so pleased she will probably reward you with a promo-

tion, or at least a Christmas bonus. If you fail to meet the deadline or the client is unhappy, you'll probably be fired. Go to it!

On a separate sheet of paper, design an ad for an imaginary product or for a real one you use or would like to use. Include in your ad a headline, body copy, and a picture of the product. Make the ad any size or shape you feel would be effective.



To a degree, advertising is regulated. Advertisers are not supposed to misrepresent their product intentionally by making false claims. If found guilty of doing so, they can be fined heavily and forced to make available to the public facts to counteract the effects of their previous misstatements. Yet advertisers are masters of **hyperbole** (intentional exaggeration for effect), and much of what they

write would be hard to substantiate. They exaggerate the benefits of a product, the quality of a service, the qualifications of a person, and the efficacy of a political idea. Shows are "the greatest," pain relievers are the "most effective," cold remedies are the "fastest acting" or "longest lasting," and diet drinks are the "best tasting."

Ad Venture 3

Keeping Them Honest

Better Tasting!

You are a member of an advertising regulatory board. It is your job to investigate the claims of advertisers to be certain that they are true or that there is evidence to support them. You have recently heard the manufacturer of a new soft drink claim on television that his drink is better tasting than the most popular brand. What test could you devise to prove or disprove his claims?

STRONG SAFE RELIEF!

Also before your board is a complaint by a consumer that she bought a headache remedy because the advertisers claimed it brought strong, safe relief. She has had an adverse reaction to the medication and feels she has been deceived. What factors might have caused her reaction? How would you go about investigating her complaint?

SMOOTHEST & FASTEST

Before your busy week is over, you must also consider the complaint of a teen-ager who has purchased a set of special wheels for his roller skates. According to the advertisement for the wheels, which appeared in a nationally circulated roller skating magazine, they were supposed to give him the smoothest and fastest ride imaginable. He says they grab and roll unevenly and that the manufacturer has refused to give him his money back. What factors might cause the wheels to operate improperly? How would you go about investigating his claim.



Self-Sell:

The Résumé

A **résumé** is a well-organized summary of your job qualifications. It is one way you advertise and sell yourself to a prospective employer. It differs from a job application in that you can choose the information you will include and emphasize. In this way, you can show yourself in the best light.

A **résumé** should be brief, neat, and well-organized so that it can be read quickly. In one typewritten page, it should include necessary **personal information** (name, address, and telephone number) and should describe your **education** and summarize your **applicable experience**. In addition, it may include a statement about specific past experiences and/or career goals.

Ad Venture 4

The Résumé Way

Prepare and write your own **résumé**. If you have never been officially employed, think about tasks you have performed and responsibilities you have assumed at home, in school, or as an officer in the clubs or organizations to which you belong. Some of this experience may be applicable. You may select any format you like for your **résumé**, but do include a statement of your career goal. Where are you going in life? How will this job help you get there? Use the form that follows as a guide.



Résumé

Name _____

Address _____

Telephone Number _____

Statement _____

Experience _____ years

(dates) (title of position with description of responsibilities)

(dates) (title of position with description of responsibilities)

Education _____ years

(dates) (name and address of school)

(dates) (name and address of school)

(dates) (name and address of school)

References

(name) (title or position)

(company)

(address)

(name) (title or position)

(company)

(address)

Name _____

Needs versus Wants

In both economic and biological terms, **needs** are food, clothing, and shelter — things we must have to survive — and **wants** are things we would like to have to make survival more comfortable or more enjoyable. The line between the two becomes indistinct at times. For example, while clothing is a need, designer-line jeans are a want. And while food is a need, any particular item or brand is a want. List below your needs and some related wants.

Needs

Wants



Name _____

Goods and Services

Goods are things that satisfy wants. **Services** are useful kinds of work which change or improve conditions rather than producing things or goods. Below, list a need, a good that satisfies that need, and some services associated with that good.



Needs

food

Goods

bread

Services

selling

Wants

Goods

Services

Money

You are probably very much aware of money's usefulness. If you have enough of it, you can hear your favorite entertainers in concert or buy a recording of a recent live performance. If you don't, you have to turn on the radio and hope the disc jockey will play the music you want to hear by the group you prefer.

Imagine a society in which there are no needs and wants to satisfy and no goods or services to buy. Describe how such a society might come to be and what life would be like in it. Then assess the usefulness of money to the members of such a society. Use the space below and additional sheets of paper if you need them.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and some minor blemishes or dust specks. The edges of the paper are slightly irregular.

Money

Ways to Make It

If you don't have money, there are basically two legitimate ways of making it. Either you work for someone who pays you wages, based on the number of hours you work, or you go into business for yourself selling goods or offering a service for which your parents or neighbors are willing to pay.

If you decide to look for work, where might you apply?

If you would like to go into business for yourself, what services could you offer?

What useful or decorative items might you make to sell?

If you have had trouble coming up with any ideas, consider the lists of goods and services on this sheet and check those that interest you.



Goods

- ☐ aprons
- ☐ baby clothes
- ☐ belts
- ☐ bookends
- ☐ bookmarks
- ☐ candles
- ☐ ceramic pots and vases
- ☐ doll clothes
- ☐ dried flower arrangements
- ☐ greeting cards
- ☐ holiday and party decorations
- ☐ jewelry
- ☐ leather goods
- ☐ macramé plant holders
- ☐ name signs
- ☐ pillows
- ☐ placemats and napkins
- ☐ porcelain knobs for cupboards and drawers
- ☐ potholders
- ☐ spice racks
- ☐ vests
- ☐ weavings
- ☐ wrapping paper
- ☐ wreaths

Services

- ☐ addressing cards, flyers, invitations, or letters
- ☐ arranging flowers
- ☐ baby-sitting
- ☐ carrying full garbage cans to the curb for pickup
- ☐ cleaning showers
- ☐ delivering flyers and leaflets
- ☐ gardening
- ☐ giving lessons in dance, music, or a sport
- ☐ grooming pets
- ☐ growing plants
- ☐ house or apartment sitting
- ☐ ironing
- ☐ mowing and edging lawns
- ☐ painting fences or houses
- ☐ picking fruit
- ☐ polishing silver
- ☐ publishing a neighborhood ad sheet or newsletter
- ☐ pulling weeds
- ☐ raking leaves
- ☐ raising vegetables
- ☐ recycling cans, bottles, and paper
- ☐ running errands
- ☐ sewing and mending
- ☐ shining shoes
- ☐ shopping for shut-ins
- ☐ shoveling snow
- ☐ stenciling address numbers on houses and curbs
- ☐ sweeping patios, porches, and sidewalks
- ☐ typing
- ☐ walking dogs
- ☐ washing walls
- ☐ washing windows
- ☐ waxing and polishing cars
- ☐ wrapping gifts

Now go back and describe a service you could offer or a useful or decorative item you might make and sell.

Name _____

It Pays to Advertise

Once you have decided what goods you will make and sell or what service you will offer, you will need to let your prospective customers know what you have to sell or are offering to do. In the space below, design your business card, a leaflet advertising your services, a sign for your place of business, or an ad to run in your local newspaper. Remember to use an eye-catching headline, to mention what you are offering, and to let potential customers know how they can get in touch with you.

Employment Application

Date _____

FOR OFFICE USE ONLY:

Date Received _____

Date of Interview _____

Accept _____ Reject _____ Hold _____

Personal Information

Name _____ Phone Number _____

Address _____

City _____ State _____ Zip _____

Referred by _____

Employment Desired

Position _____ Salary _____

Date You Can Start _____ Hours You Can Work _____

State why you want this position _____

Previous Experience (List in chronological order from most to least recent.)

Dates of Employment	Name and Address of Employer	Reason for Job Change
_____	_____	_____
_____	_____	_____
_____	_____	_____

Tell what of your previous experience qualifies you for this job.

Education	Name and location	Years	Date graduated
Grammar School*	_____	_____	_____
	_____	_____	_____
Junior High	_____	_____	_____
	_____	_____	_____
High School	_____	_____	_____
	_____	_____	_____

Describe briefly any applicable special training you have had:

*If you have attended more than one school in any category, list only the one from which you graduated.

References: List below the names of three persons not related to you whom we can contact to learn more about your qualifications and work habits.

Name	Address	Remarks (do not fill in)
_____	_____	_____
_____	_____	_____
_____	_____	_____

3

Mathematics

Figuring It Out

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Very Interesting	53
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Notes to the Teacher

Purpose

To help kids learn to interpret and manipulate the numbers associated with work hours and wages, loans and interest.

Objectives

After completing this lesson, the student should be able to

- define and use the following terms: **compound interest**, **loan**, **salary**, **simple interest**, and **wage**.
- read and interpret simple **graphs** and **charts**;
- make **basic computations** involving fractions, decimals, and percent; and
- compute **simple** and **compound interest** on money saved or borrowed.

Materials

Test to be given before and after the lesson to help you decide what parts of the lesson to teach and to assess the learning that has taken place. Make a thermofax master or use a photocopy

machine to reproduce two copies for each member of your class.

Answer Key

Matching

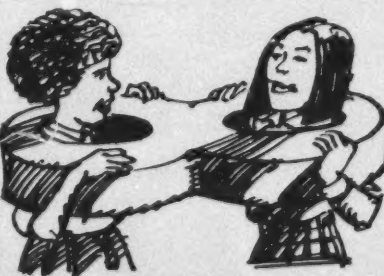
- | | | | |
|------|------|------|-------|
| 1. d | 4. i | 7. b | 10. h |
| 2. c | 5. k | 8. f | 11. e |
| 3. j | 6. a | 9. g | |

Calculating and Computing

1. $\$60.00 + 4.80 = \$64.80$
2. $\$240.00 + 105.60 = \$345.60$
3. $\$2,101.25$

Estimating

Answers will vary but should be useful in helping you direct class discussion about budgeting time and using it wisely.



Analyze Your Time. A reproducible activity sheet to help students discover how they really spend their time. They are asked to keep track of the number of hours and minutes they spend sleeping, eating, dressing, attending class, doing homework, practicing an art or sport, reading, listening to music, and watching television. In addition, there are spaces for them to add activities that are not listed. Once they've entered the hours they can account for, they are to obtain a total. If the total is less than 24, they are asked to subtract it from 24 to determine how many hours they lose each day and then to use the sheet again to try to find those lost hours. The purpose of the activity is to help them discover how many hours they might reasonably devote daily during the week to a part-time job without letting schoolwork suffer.

How Much Is That Really? A reproducible activity sheet to help students convert wage or salary figures quoted on one basis (hourly, daily, weekly, monthly, or yearly) to another

basis so that they can compare wage and salary offers and will understand how much money a particular hourly rate will add up to at the end of a longer time period and how much money they earn for each hour worked if they are paid on a weekly or monthly basis.

Report Your Results — 1. A reproducible activity sheet to help students report the results of their 24-hour time analysis. An 8-inch bar has been marked off in one-hour increments. Students are to divide the bar to show how they spend a 24-hour day and then compare their bar with one drawn by a hypothetical average student named Eric.

Budget Your Time. A reproducible chart to help students plan how they will spend a 24-hour day. Make a thermofax master or use a photocopy machine to reproduce two copies for each member of your class. Suggest they use one copy of the chart to plan a day and the other to keep track of how the day is actually spent. Then encourage them to compare the two and account for the differences. Where was time lost or gained? What scheduled events were canceled? What unexpected emergencies arose? Might their time be spent more beneficially? More profitably? More enjoyably?



Time Is Money. A reproducible activity sheet that differentiates between **wages** and **salary**, introduces the concept of **minimum wage**, and suggests that students survey some local businesses to determine what the starting wage or salary is for ten different jobs or positions.

Report Your Results — 2. A reproducible grid on which students present the results of their wage-and-salary survey in the form of a bar graph.

Who Qualifies and How? A reproducible table to help students compare the education, special training, and experience needed to qualify for a particular job or position with a specified wage or salary.

What's So Good About That Job? A reproducible form for students to use in interviewing persons holding particular

jobs or positions to determine their level of satisfaction. You may wish to reproduce enough of these sheets for each student to have several.

Setting a Goal . . . And Getting There. Reproducible activity sheets designed to be used together. Make a thermofax master or use a photocopy machine to reproduce enough copies so that each member of your class can have two copies of each sheet. Use these sheets to set a **financial goal**. Evaluate that goal in terms of income expected from an allowance, interest, wages, or self-employment. Then, if necessary, think of ways to increase the expected income, extend the deadline, set a more realistic goal, or divide the goal into more manageable increments.

Very Interesting. A reproducible worksheet to help students understand how **simple interest** is computed on personal loans. Make a thermofax master or use a photocopy machine to make several copies of this sheet for each student in your class. Then describe a variety of loan situations and ask students to calculate the interest. Or suggest they make up loan situations relating to their own needs and wants.

It Pays to Save. A reproducible worksheet to help students understand how **compound interest** is computed on money kept in savings accounts. Make a thermofax master or use a photocopy machine to make several copies of this sheet for each student in your class. Then describe a variety of savings situations and ask students to calculate the interest earned in each. Or suggest class members make up savings situations relating to their own wishes and goals.

Suggested Activities

- With members of your class, talk about **graphs** as a way of making the relationship between numbers easier to see and understand. Discuss the different types of graphs, such as **bar graphs**, **line graphs**, **pictographs**, and **pie graphs**. Ask class members to watch newspapers, magazines, and other printed matter for graphs and bring examples to school. If students have trouble finding graphs, suggest they look in periodicals and publications dealing specifically with business or population statistics as economic and demographic data are frequently presented in this form. Classify the graphs that are brought

and then post them on a plain wall or bulletin board. You may wish to group them by subject matter or type.

- Collections of related numerical or quantitative data are called **statistics**. Even though these numbers are mathematically determined — and mathematics is an exact science — it is possible to lie with statistics, or to influence their interpretation by the way in which they are presented. Might graphs also be used to misrepresent the facts? Talk about how changing the scales along the axes of a line or bar graph, for example, might alter the apparent relationship among the statistical items represented and make certain types of differences appear larger or smaller than they really are. Can you find examples of statistical or graphic misrepresentation?
- The primary purpose of graphs is to make numerical and statistical data easy to understand and compare. Discuss the graphs you have collected to see which ones really are easy to understand and which are complicated. What quality or qualities make them so? How might the scale or form of a complicated one be changed to make the information it presents easier to understand? Redraw some of the graphs you have collected to improve the clarity and/or accuracy.
- After students have used the **Analyze Your Time** activity sheet to keep track of the activities that fill a 24-hour day and have represented their results on a simple bar chart, discuss the results and compare the charts. Together, as a class, construct a similar bar chart depicting the **average** time devoted to each listed activity and to others mentioned frequently by class members.
- **Pie graphs** are often used when the numerical data being reported can be thought of as fractional parts, or percentages, of a whole. For example, budgets are often portrayed in this form as are the ways in which the average tax dollar is spent. Translate the information shown in the simple bar chart on the **Report Your Results — sheet** into a pie graph or construct a pie graph to represent the average time devoted by class members to each activity throughout a 24-hour day. Students will have to divide the circle into

fractional parts and may need to apply their knowledge of the relationships among pi ($\pi = 3.1416$), the diameter, the radius, and the circumference ($C = \pi D$; $C = 2\pi r$).

- Draw an enlarged version of the **Morning** portion of the chart on the Budget Your Time sheet on the chalkboard or on a piece of tag board. Then, working as a class, decide how class time will be spent throughout a regular school day. Or, if you meet for only one period a day, change the chart so that you can use it to budget class time for one week, several weeks, or an entire month. Talk about what your learning goals are and how much time you estimate it will take to achieve these goals. On a second chart, keep track of the way the planned-for time is actually spent and then compare the two. How are the two alike? How are they different? What factors have affected your class time budget? Do you need to draw up a new time budget or set different goals that are more realistic?
- Discuss the results of the wage-and-salary survey taken on the Time Is Money sheet. You may want to compile class results on a master chart, eliminating duplications and arranging position or job titles in alphabetical order or from most to least lucrative. In general, what sorts of jobs or positions are among the best paying? What sorts are among the worst paying? Is there any correlation between the amount of responsibility assigned and the amount of money paid? Is there any correlation between the amount of initiative or creativity called for and the amount of money paid? What other correlations do you observe?
- On the chalkboard or a piece of tag board, create a larger version of the Who Qualifies and How table. If possible, include the pertinent information for ten to fifteen jobs or positions. Discuss any correlations you observe between money made on the one hand and the education, training, and experience required on the other.
- Discuss the terms **success** and **satisfaction**. What is meant by each? Is it possible to have one without the other? Are there forms of success other than financial? What forms of satisfaction are there? What is meant by **job satisfaction**? If students have trouble dealing with these questions, suggest they use

copies of the What's So Good About That Job sheet to conduct several interviews. Then discuss the results. Do some career choices seem to offer greater opportunity for satisfaction and success?

- Discuss the process of **setting goals**. What is a goal? What are the differences between **short-term** and **long-term goals**? Write **Goals** at the top of the chalkboard or on a piece of tag board. Divide the board into two columns. Above one column write **Short Term**. Above the other column write **Long Term**. Ask some students to name goals while other students classify them as long or short term. If students have trouble coming up with ideas or differentiating between the two, begin with examples from their own experience. Is **getting a good grade on the next math quiz** a short- or long-term goal? What about **earning a high school diploma**?

Once students can differentiate readily between short- and long-term goals, apply these concepts to finances. When it comes to money, short-term goals are ones for which the needed funds are readily available or will be within a single pay period. Long-term goals cannot be reached without some planning, earning, and saving. List some short- and long-term financial goals. Again, if students have difficulty with the concept, begin with examples from their own experience. Is **buying a ticket to the movies**

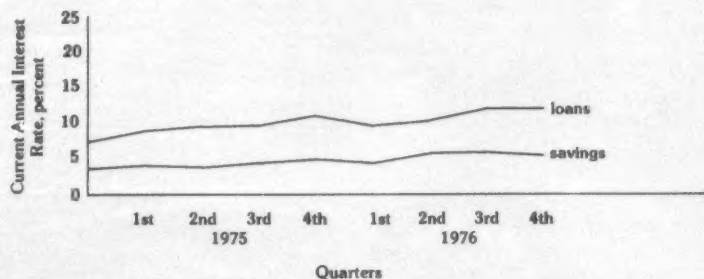
Friday night a short- or long-term goal? What about **buying components for a stereo system**?

Look at the completed Setting a Goal . . . And Getting There activity sheets. Evaluate some of the long-term goals in terms of predicted earnings and savings. Are they realistic? Where necessary, think of ways to increase the expected income, extend the deadline, set a more realistic goal, or divide the goal into more manageable increments.

- Banks perform an invaluable service by helping to put the **financial resources** of a community to work within that community. They protect the monetary assets of those persons who have more money than they need and make a portion of their surplus available for use by those persons who have less than they need. Bank loans are used to finance the purchase of automobiles, real estate, and large appliances; to pay for major home repairs and improvements; and to start or enlarge a business. In some communities, bank loans have helped students finance the purchase of livestock and feed for 4H or FFA projects; take special band, debate, or foreign exchange trips; and complete a college education or specialized job training. Get in touch with your local bank to discover where its money comes from and how that money is put to work in your community. Draw a chart or mural to illustrate what you learn.

- Talk about what happens to the flow of financial resources within a community (1) if higher prices on needed goods and services force people to spend more of their income and save less or (2) if unusually low prices cause people to withdraw money from savings to make cash purchases. What will either circumstance do to the money available for loans and investments? How does the interest rate fluctuate with the availability of money?

As a class or in smaller groups, obtain some data from your local bank detailing the interest rates paid on savings and charged on personal loans each quarter for a five-year period. Use this information to construct a line graph. Label the **savings** and **loan** lines and then compare the two.



- Discuss **interest** as rent paid for the use of someone else's money. Differentiate between **interest paid** on a loan and **interest received** for money kept in a savings account. Talk about the two major types of interest, simple and compound. Explain that **simple interest** is based on the principal alone while **compound interest** is based on the principal plus previously accrued interest. Most personal bank loans are simple interest loans. Banks and other savings institutions compound the interest paid on money kept in savings accounts.

- Use the Very Interesting worksheet for practice in computing **simple interest**. Ask one student to name something he would like to do or buy and then to estimate the cost. Then ask another student to act as a loan officer and determine the interest on a loan for that amount and the total amount of money that would be due at the end of the loan period. Repeat this activity using different loan applicants and officers. To make the computations more realistic, call a local bank to determine the **current annual interest rate** on personal loans and have class

loan officers use this rate in making their computations. Students might also be interested in knowing what limits the bank sets on personal loans. What are the minimum and maximum amounts it will lend? What are the minimum and maximum time periods for which the money can be kept? What is a **secured loan** as opposed to an **unsecured** one?



TEST

Figuring It Out

Name _____ Date _____

Matching

Directions: Write the letter of the definition on the line in front of the word it defines.

- | | |
|-----------------------|---|
| _____ 1. capital | a. sum of money borrowed from or owed to a private party, bank, or other lending institution |
| _____ 2. graph | b. least amount an employee can be paid per hour as established by federal law |
| _____ 3. income | c. a line, group of bars, series of pictures, or specified area that represents the variation of one quantity in relation to another |
| _____ 4. interest | d. money available for investment |
| _____ 5. investment | e. money paid for work done as figured on basis of actual hours spent or pieces completed |
| _____ 6. loan | f. a sum of money borrowed or invested |
| _____ 7. minimum wage | g. the amount of income received beyond what is needed to pay the expenses associated with earning it |
| _____ 8. principal | h. fixed amount paid for services performed within a specified time period regardless of the exact number of hours worked during that period. |
| _____ 9. profit | i. rent charged or paid for the use of money lent or invested |
| _____ 10. salary | j. money received for goods sold or services performed |
| _____ 11. wages | k. money used to make money by earning interest, making a profit, or purchasing machines or materials for use in earning income |
-

Calculating and Computing

Directions: For each of the situations described below, compute the interest earned or owed.

1. Despite his father's warnings to "save for a rainy day," Tom spends his weekly allowance almost as soon as he receives it. There is always someplace to go or something to buy. He has just realized that Christmas is only a few weeks away and he has no money with which to buy presents. Tom's father has told him he will lend the money to him, but Tom must agree to pay back the amount borrowed within a specified period of time with interest. Tom and his father agree that Tom will borrow \$60 to be paid back in six months with 8 percent interest. What is the total amount Tom

must pay his father? _____

2. Nancy wants to buy a sewing machine so that she can make doll clothes, placemats, potholders, and other craft and novelty items to sell at gift boutiques and fairs. The machine she wants will cost \$240. Her parents do not feel they can afford to withdraw so large a sum of money from the household account. Instead, they suggest that Nancy borrow the money from the bank. Because Nancy's parents have had checking and savings accounts at the bank for some time, the loan officer agrees to lend Nancy the money for 24 months if her father will cosign the loan agreement and share with Nancy the responsibility for repayment. The bank charges simple interest on personal loans at the annual rate of 22 percent. How much will the sewing machine actually cost?

3. Alice has been saving money to buy a car after she graduates from high school. Because she has been working for several years, she already has \$2,000 in her savings account. The bank **compounds** the interest on money deposited in savings accounts semiannually at the rate of 5 percent. If Alice makes no additional deposits to her account, how much money will she have in the account at the end of one more year?



Estimating

Directions: Estimate how many hours or fractions of hours you devote to the activities listed below during the average 24-hour day.

Activities

Hours

sleeping

eating

dressing and undressing

traveling to and from school

attending classes at school

doing homework

practicing a musical instrument

practicing a sport

reading for pleasure

listening to music

watching television

total

Analyze Your Time

If you don't have money, there are basically two legitimate ways of making it. Either you work for someone who pays you **wages**, based on the number of hours you work, or you go into business for yourself selling goods or offering a service and hoping to make a **profit**. Either way, however, you are exchanging your time for someone else's money, and you must decide whether the trade is really worthwhile.

What is your time worth to you? For a period of 24 hours, keep track of how you spend your time. At the end of that period, record how much time (in hours and minutes) you devoted to each of the activities listed below. Use the extra lines to list other things you did.

Activities	Hours	Minutes
sleeping	_____	_____
eating	_____	_____
dressing and undressing	_____	_____
traveling to and from school	_____	_____
attending classes at school	_____	_____
doing homework	_____	_____
practicing a musical instrument	_____	_____
practicing a sport	_____	_____
participating in a sport or game	_____	_____
reading for pleasure	_____	_____
listening to music	_____	_____
watching television	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

*If you have more than 60 minutes, divide this number by 60, and add the resulting quotient to the total for the hours column to obtain the total number of hours.

Column totals _____ *

Total minutes ÷ 60 + _____

Total number of hours _____

Is your total number of hours 24? _____ If not, subtract your total from 24. What is the difference? _____

Where did you "lose" those hours? Keep track of your time again and this time try to find those lost hours.

Once you've accounted for all 24 hours, answer the following questions.

How many hours could you reasonably devote to a job each day during the week without letting your schoolwork suffer? _____ How many additional hours could you devote to a job on weekends? _____

At what times and on what days are you free? _____

What sort of job might you get or what sort of service might you perform during those hours? In other words, who needs you then? _____

How Much Is That Really?

Wage or salary figures can be quoted on an hourly, daily, weekly, monthly, or yearly basis. To compare wage or salary offers, you need to convert them to the same basis.

For example, if you are told you will receive \$65 a week for working half time, are you being paid at, below, or above minimum wage? _____

Would you rather receive \$3.25 per hour? _____

What is the difference between these two figures? _____ For help in answering these questions, compute as indicated below.

Amount you are told you will receive \$ _____

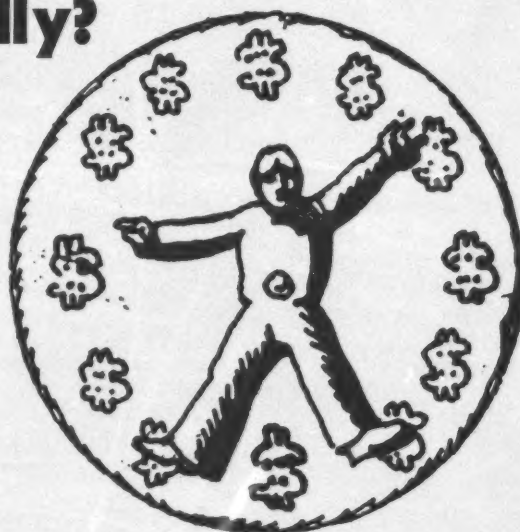
Will you be paid that amount for each hour, day, week, or month worked? _____

If you are to receive the offered amount **each day**, **divide** that amount by the number of hours you work each day to determine what you are being paid per hour. Remember to express fractional parts of hours as decimals.

_____ hourly rate
 _____ number of hours you work each day
 _____ amount you are paid each day

If you are to receive the offered amount **each week**, **divide** that amount by the number of hours you work each week to determine your **hourly rate**.

_____ number of hours you work each week
 _____ hourly rate
 _____ amount you are paid each week



If you are to receive the offered amount for **each hour** you work, **multiply** that amount by the total number of hours you work each day to determine **how much you will earn in a day**.

_____ hourly pay rate
 × _____ number of hours worked in a day
 _____ amount of money earned for one day's work

If you are to receive the offered amount for **each hour** you work, **multiply** that amount by the number of hours you work a day and then by the number of days you work each week to determine **how much you will earn in a week**.

_____ hourly pay rate
 × _____ number of hours worked in a day
 _____ amount of money earned for one day's work
 × _____ number of days worked each week
 _____ amount of money earned for one week's work

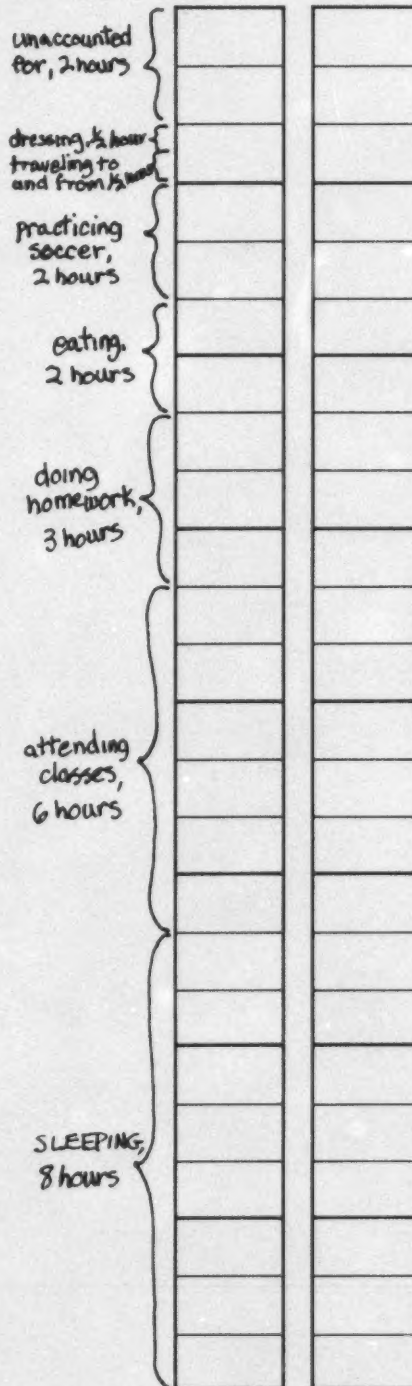
Report Your Results — 1

One way to report numbers obtained from an analysis or survey is in the form of a **graph** or **chart**. Both are pictures designed to make the relationship between the numbers easier to see and understand. How could you picture your day on a graph or chart?

On the right is a simple bar chart representing one 24-hour day. It has been drawn to scale. It is 8 inches long, so each inch represents 3 hours. On it Eric has marked off the segments of the day he devotes to each activity. Next to it is a blank bar marked off in one-hour increments. Divide this blank bar to show how you spend a 24-hour day. Put the activities to which you devote the most time near the bottom of the bar and those to which you devote the least time near the top. Then compare your day with Eric's.

How are they similar? _____

How are they different? _____



Budget Your Time

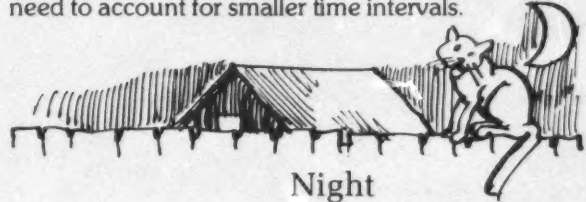
If in analyzing your time you find you cannot account for several hours or you do not have the time to do all of the things you would like to do, the answer may be to budget your time, that is, to figure out ahead of time how you will spend your time to

make the best use of it. Use the chart below to plan your day. Write in each hour block what you plan to do during that hour. Divide the blocks in half if you need to account for smaller time intervals.



Morning

6:00	
7:00	
8:00	
9:00	
10:00	
11:00	
12:00	
1:00	
2:00	
3:00	
4:00	
5:00	
6:00	



Night

6:00	
7:00	
8:00	
9:00	
10:00	
11:00	
12:00	
1:00	
2:00	
3:00	
4:00	
5:00	
6:00	

After you have decided how you *need* or *would like* to spend your time, use another copy of this same form to record how you *actually do* spend your

time. How are the two alike? How are they different? Do you need to draw up a new time budget that is more realistic?

If you are working for someone who pays you by the hour, the money you receive is called **wages**. If you are paid a certain amount each week or month regardless of small fluctuations in the hours you work, then the money you receive is a **salary**. The federal government has established a **minimum wage**. Employees cannot legally be paid less than this amount. What is the current minimum wage? _____

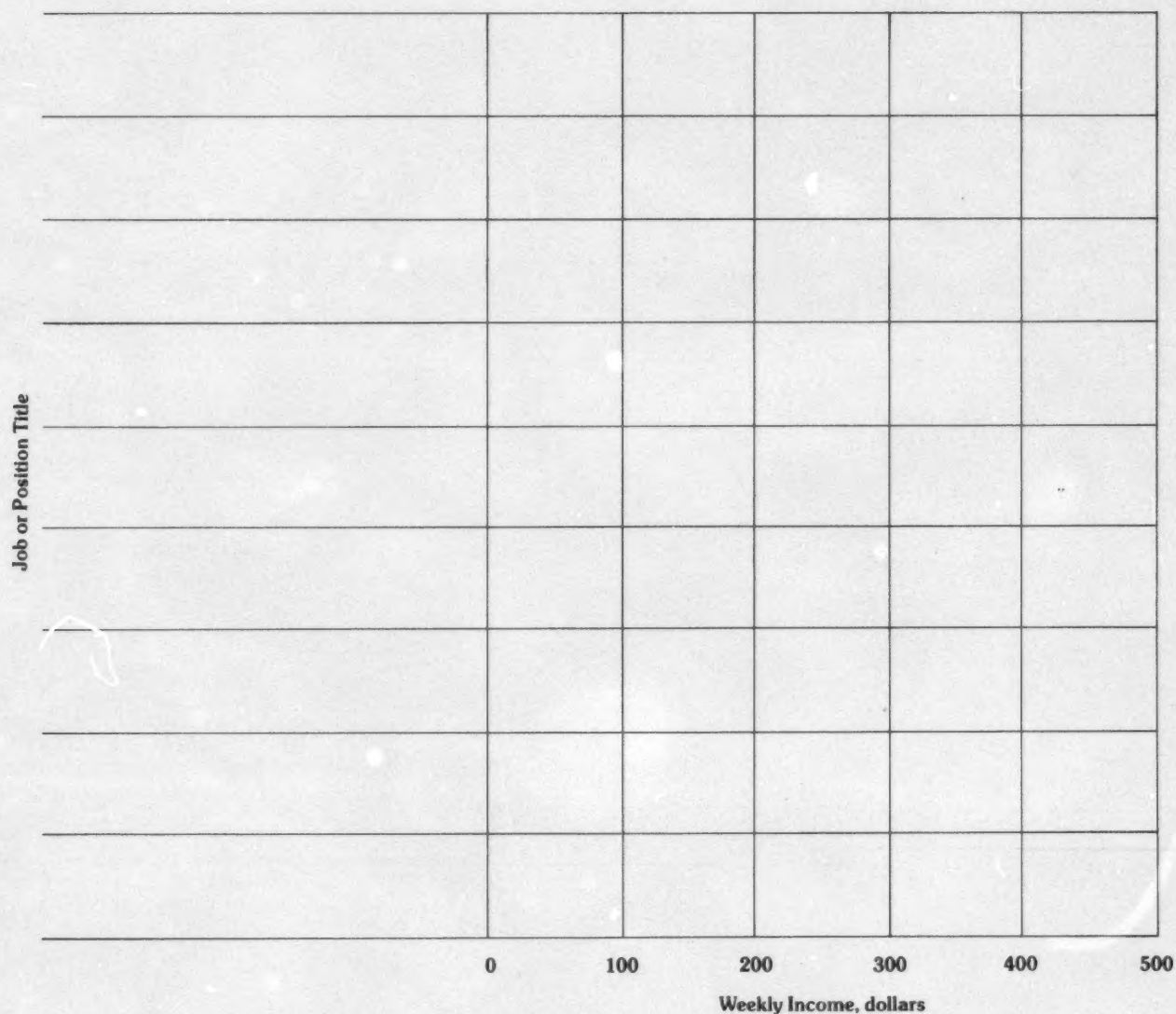
Wage or Salary*

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white. There is no handwriting or other markings on the page.

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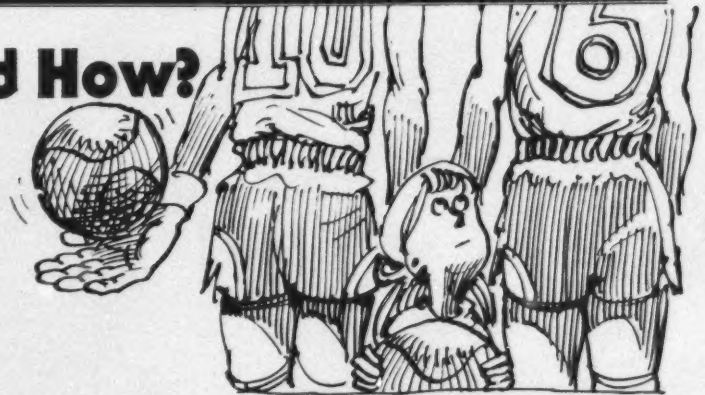
Report Your Results-2

Graph the results of your wage-and-salary survey. Determine what someone doing each job or holding each position is paid for working a 40-hour week. Record the job or position title on the left. Beside each position draw a bar that extends along the income scale from the zero line to the number of dollars received each week by someone in that position. Shade or color the bar.



Who Qualifies and How?

Select three of the jobs or positions you have surveyed, one for which the *least* money is paid, one for which the *most* money is paid, and one somewhere in the middle. Then find out what education, what special training, and how many years of experience are needed to qualify for that job.



Job or Position Title	Wage or Salary	Education	Special Training	Years of Experience

What's So Good About That Job?

Use the form below to interview some of the persons holding the jobs or positions on which you did wage-and-salary and qualifications surveys. If these persons are not available or are unwilling to answer questions, ask your parents or other friends and relatives. Remember to protect the anonymity of those who do respond.

Job or position title _____

Weekly wage or salary _____

Brief job description or list of responsibilities _____

What special education or training qualified you to do what you do? _____

What do you like most about your work? _____

What do you dislike most about your work? _____

In general, do you feel you are compensated adequately, in terms of both money and personal satisfaction, for the hours you work and the responsibility you assume? _____

If not, why not? _____

If you could make your career choice over again, what job or position would you choose? _____

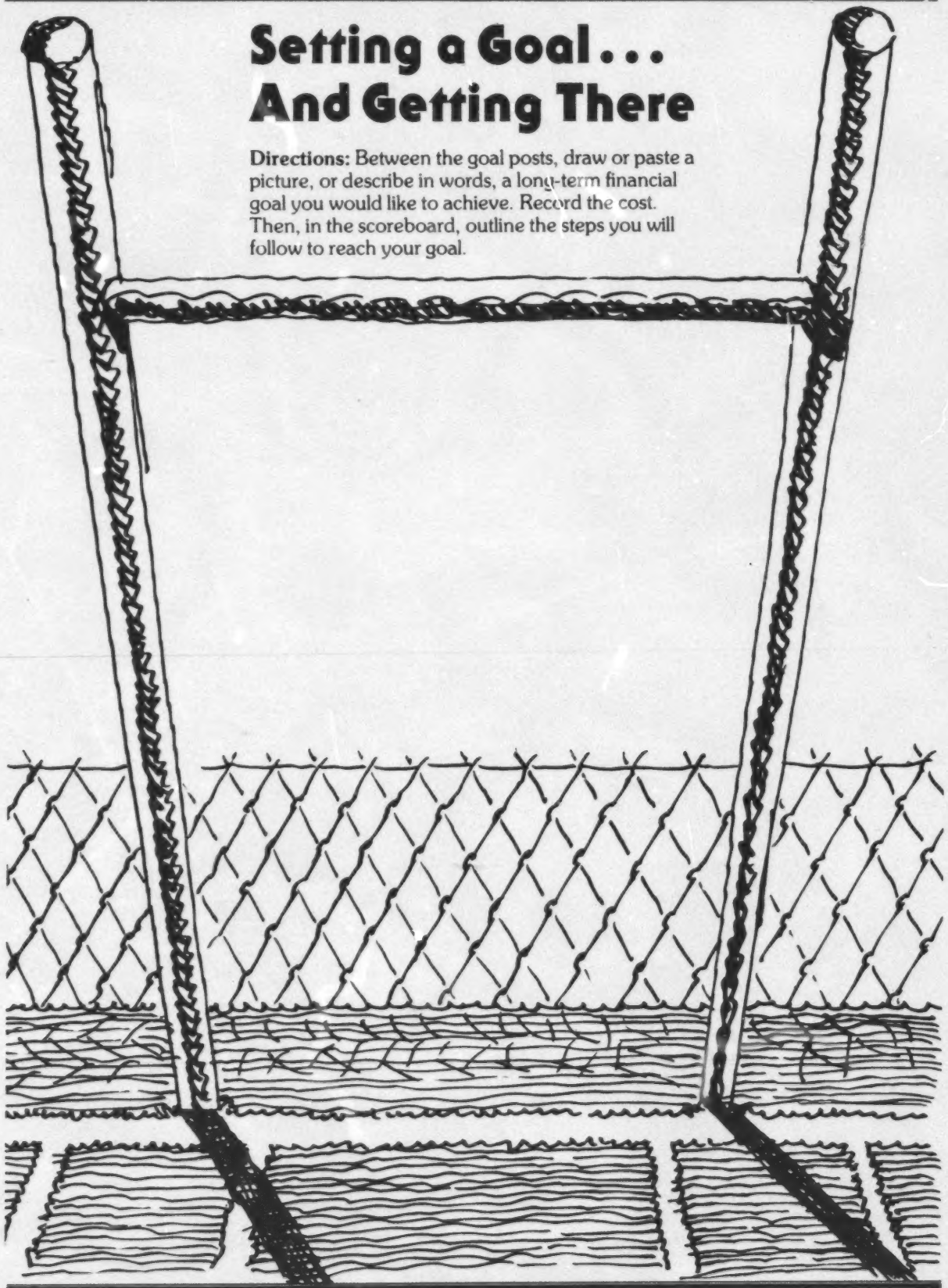
Why? _____

What additional education or training do you wish you had? _____

Why? _____

Setting a Goal... And Getting There

Directions: Between the goal posts, draw or paste a picture, or describe in words, a long-term financial goal you would like to achieve. Record the cost. Then, in the scoreboard, outline the steps you will follow to reach your goal.



SCOREBOARD

Financial cost of reaching my goal _____

Amount of money I have now - _____

Amount of money I need _____

To get this amount, I will (check one)

☐ save from my allowance

☐ earn additional money by getting a job, selling a product, or offering a service

From my allowance each week I can save _____

From my job or business each week I can earn and save + _____

My total weekly savings toward my goal will be _____

At this rate it will take me this number of weeks to reach my goal _____

Wrap-Up

If this length of time is unacceptable or unrealistic, reevaluate your goal.

In what ways might you increase your savings from your allowance?

In what ways might you increase your earnings from working at a job, selling a product, or offering a service?

In what ways might you divide your large, long-term goal into smaller, short-term parts? _____

In what ways might you set a more realistic financial goal? _____

Very Interesting

If you don't have the money you need when you need it, you can **earn** it or you can **borrow** it. Depending on the amount you want and how much time it will take you to pay it back, you can obtain your loan from a private party (parent or friend), a bank, or some other lending institution. If you get the money from a bank or other financial institution, you will be charged interest. **Interest** is the rent you must pay for the use of money that really belongs to someone else.

Most banks make what is called **simple interest loans**. In this type of loan, the **interest** (i) is determined by multiplying the amount borrowed (**principal**, p) times the **annual interest rate** (r) expressed as a decimal times the **time** (t) expressed as a fractional part of a year or a total number of years. Thus, the formula for determining simple interest can be written $i = prt$.

To determine the interest due on a loan of any amount, fill in the blanks below and compute.



p = principal = amount originally borrowed _____

r = interest rate

expressed as a percent _____

converted to a decimal _____

subtotal _____

t = time

expressed in whole years _____

expressed as a whole number and/or

fraction of years _____

expressed as a decimal _____

total interest due _____

Then, to determine the total amount of money due at the end of the loan period, add the **interest** to the **principal**.

p = principal _____

i = interest _____

total amount due when loan matures _____

It Pays to Save

If you do have money, you can use it to make more money. You can **invest** it or you can deposit it in a savings account. While your money is in a savings account, the bank is actually borrowing money from you and so the bank pays you **interest**, or "rent," for the use of your money.

Interest paid for savings is **compounded**. When the interest is figured, that amount is added to your savings account. The next time interest is calculated the **principal** *and* the interest previously added are used to determine the new amount in your account. In other words, **interest is paid on interest**, not on the principal (amount of money you originally deposited) alone. This form of interest is called **compound interest**.

All banks and savings institutions pay compound interest. They vary in the rate at which interest is calculated and in whether they compound the interest annually, semiannually, quarterly, or daily.

The formula for determining compound interest is similar to that used for determining simple interest, but the process is different. Using $i = prt$, calculate the interest paid in one fraction of the year. Then add the interest to the principal and use the sum as the "principal" for the next interest calculation.

To determine what interest would be paid on money in a savings account, fill in the blanks below and compute.

p = principal = amount saved _____

r = interest rate

expressed as a percent _____

converted to a decimal

× _____

subtotal

t = time

expressed as a fraction of a year _____

expressed as a decimal

× _____

total interest due

principal

+ _____

total amount on which interest

will be computed next time

